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ABSTRACT

W. H. Crogman Elementary School primarily served black low-income residents. Its program's objectives were: (1) To develop the responsibility within the pupil for his own learning. (2) To have pupils assume leadership roles. (3) To develop academic achievement for each pupil. The primary goal was to create a no-fail attitude among the pupils. The Comprehensive Instructional Program, one of several supportive projects, focused on diagnostic teaching of reading grades 1-3. The Career Opportunities Program was a training program for selected paraprofessionals. Seventy pupils took part in the English-Reading program, funded under Title I of the 1965 Elementary Secondary Education Act, with a staff of one lead teacher and three aides. The Health-Medical Service, also funded under Title I, was to serve seven children by providing corrective visual and hearing aids. Title IV-A of the Elementary Secondary Education Act provided funds for a preschool unit for 20 children and an extended day program for 40 children. The Education Professions Development Act was a cooperative effort of the Atlanta Public School System and the Atlanta University. The goal of the project was to provide the classroom teachers with the techniques and strategies of specialized education through special training. (Author/JM)

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RESEARCH AND DEVELOPMENT REPORT

Vol. VII, No. 45 April, 1974

A NO-FAIL ATTITUDE IN AN INNER-CITY SCHOOL

W. H. CROGMAN ELEMENTARY SCHOOL
1972-73

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I. INTRODUCTION

W. H. Crogman Elementary School is located in the Pittsburg area of the Model Cities neighborhood. Residents are primarily low-income apartment and rental-home dwellers. The racial composition is almost completely black. Fifty-three per cent of the pupils come from families with incomes below $2,000 per year. The school population has been decreasing over the past three years. It was 517 in 1970-71, 425 in 1971-72, and 344 in 1972-73. The school serves prekindergarten through fifth grade. The mobility has stablized over the past three years. It was 0.70 in 1970-71, 0.27 in 1971-72, and 0.20 in 1972-73. Crogman School qualified, because of low-income levels, for funds and services from special projects. These were to help the school meet the needs of the pupils in the community. They included the Comprehensive Instructional Program (CIP), Career Opportunities Program (COP), Education Professions Development Act (EPDA), Title I, and the Model Cities Educational Programs. The Model Cities programs were terminated in December due to a reduction in funding by Title IV-A and Model Cities. The various supportive resources were used in creating and sustaining activities to supplement the regular school activity at Crogman School.

II. NEEDS

The identified need of the participants was the foundation for the development of the school year plan. The behavioral objectives, goals, and critical variables were determined from and were to satisfy the identified needs. The needs were as follows:

A. To develop the responsibility within the pupil for one's own learning.

B. To have pupils assume leadership roles.

C. To develop academic achievement for each pupil.

III. GOALS

The primary goal of Crogman Elementary School was to create a no-fail attitude among the pupils by creating an environment that would allow the pupil to become more independent.

The secondary goals were as follows:

A. To assist working parents by providing day-care services.

B. To improve pupils' attendance habits.

C. To improve the pupils' academic achievement through concentrated efforts on the part of the faculty.

D. To improve the pupils' enrichment experiences with cultural and social development.

IV. BEHAVIORAL OBJECTIVES

The behavioral objectives have been stated in order to measure Crogman School's progress in moving toward the goals stated. The stated objectives, whether met or not, cannot give the total picture of change in a situation, but they can give an indication of improvement.

A. Pupils participating in the instructional program will score equally as high or higher than the average city-wide score on the Iowa Tests of Basic Skills (ITBS) in reading and mathematics.

B. Attendance percentage will increase by at least one per cent.

V. CRITICAL VARIABLES

The critical variables that were observed and measured to reflect the desired changes were as follows:

A. Reading skills

1. Vocabulary.
2. Word attack.
3. Comprehension.

B. Attendance rate.

VI. SUPPORTIVE PROJECTS

The supportive projects, as well as the existing educational programs, were directed toward satisfying the identified needs. Crogman School's supporting projects were sponsored by the Comprehensive Instructional Program (CIP), Career Opportunities Program (COP), Title I, Title IV-A, and Education Professions Development Act (EPDA).

A. Comprehensive Instructional Program

The Comprehensive Instructional Program (CIP) focused on diagnostic teaching of reading in grades one through three. The goal was to provide the pupils with skills in reading for educational growth.

B. Career Opportunities Program

The Career Opportunities Program (COP) was a training program for selected paraprofessionals. The goal was to upgrade paraprofessionals to certified teachers. The goal would be met through training and availability of certain college courses to the aides in the program. The objective was to have the pupils taught by the COP teams show a greater gain than similar pupils not being taught by a COP team.

C. Title I

1. English-Reading

There were seventy pupils to take part in the English-Reading program at the school, with a staff of one lead teacher and three aides. The objective of the English-Reading program was to have the pupils show a gain of at least one month for each month of instruction in the following areas: word knowledge, word analysis, and reading as measured by the Metropolitan Achievement Tests (MAT).

2. Health-Medical

The Health-Medical service at Crogman School was to serve seven children. The objective was to provide corrective visual and hearing aids for pupils who were identified as having visual or hearing problems.

D. Title IV-A

Title IV-A funds provided for a preschool unit for twenty children and an extended day program for forty children at Crogman School. The preschool program goals were to provide educationally directed day-care services to children of working mothers, and to prepare the children for kindergarten and first grade. The objectives of the program were to teach the child basic learning and motor skills and develop good group play, social, and attendance habits. The extended day program was directed toward the goal of providing enrichment activities and day care services for pupils before and after school. The objective of the program was to improve the pupils' self-concepts and develop a positive attitude toward school.

E. Education Professions Development Act

The Education Professions Development Act (EPDA) project was a cooperative effort of the Atlanta Public School System and the Atlanta University. The goal of the project was to provide the classroom teachers with the techniques and strategies of specialized education through special training. The objective was to provide the pupils with additional specialized instruction for educational growth.

VII. MANAGEMENT AND CONTROL

Administration

The teacher/pupil ratio at Crogman Elementary School for the 1972-73 school year was one to twenty-three. The school emphasized a no-fail attitude among its faculty and pupils. It is a firm belief that everyone is able to achieve in some phase of life and that failing is only a part of the learning process.

Instruction

A system of differentiated staffing was implemented. This system was developed during inservice meetings with the staff, both Education Professions Development Act (EPDA) participants and nonparticipants. For instructional purposes, the organizational pattern embodies three instructional units: preschool-kindergarten unit; first, second, third grade unit; and the fourth and fifth grade unit. Each unit was housed on a different floor. Cross-unit staff planning and cross-unit pupil sharing took place. The preschool and kindergarten classes employed a modified team teaching plan. The primary group was generally self-contained, and grades four and five were self-contained as far as the instructional format was concerned.

VIII. PROCESS

The reading program at Crogman Elementary School used the following materials:

Special Activities

In addition to the supportive programs and personnel as previously covered, examples of activities used to achieve the goals and behavioral objectives included the following:

A. Operating Day

An opportunity was given to each employee of the school, including faculty and nonfaculty personnel, to discuss and explore their relationship to the total school and the relationship of each employee to the other.

B. School Spirit

Concentrated effort was made to develop more school spirit at Crogman School. The culmination of this effort was the award of the WSB Radio School Spirit Award on the basis of a campaign to improve the campus environment and to increase the involvement of the fathers in all educational programs. The competition for the award was open to all elementary and high schools in the Metropolitan Atlanta Area.

IX. EVALUATION PLAN

The projects and programs at Crogman School were evaluated on a basis of goal achievement and behavioral objective attainment. The plan for evaluation was as follows:

Instruments

A. Reading levels were measured by the posttest scores of the Iowa Tests of Basic Skills (ITBS) in both mathematics and reading.

B. Rate of gain in reading for pupils in the Title I program was measured by pretest and posttest differences on the Metropolitan Achievement Tests (MAT).

C. Per cent of attendance improvement was detemined from the school attendance records.

Methodology

Evaluation of the accomplishments for the 1972-73 school year took four approaches.

A. Evaluation of behavioral objectives and supportive programs.

B. Review of test performance in 1972-73.

C. Evaluation of pupil achievement in mathematics and reading for 1972-73 school year.

D. Cost effectiveness.

Included are comparison of scores in reading, mathematics, and composite scores against national and city-wide norms. Frequencies of achievement on posttest scores are shown also.

X. FINDINGS

Evaluation of Behavioral Objectives

A. Pupils participating in the instructional program would score equally as high or higher than the average city-wide score on the Iowa Tests of Basic Skills (ITBS) in reading and mathematics. As shown in Table 1, grade four was the only grade that scored at the same level as the city-wide norms in the composite score. All other grades were behind city-wide norms ranging from 0.2 in the second grade up to 0.6 in grade three. Most grades were within a one-half year of the city-wide norm. This objective was not met.

B. Attendance percentage will increase by at least one per cent over the previous year. The rate of attendance in 1971-72 school year was 91.7, in 1972-73 school year it was 92.2. This was a gain of 0.5. The objective of one per cent was not achieved, but it did increase.

Evaluation of Supportive Projects

A. Comprehensive Instructional Program

The goal of the Comprehensive Instructional Program (CIP) was to provide pupils with skills in reading for educational growth. Overall the reading levels achieved were not satisfactory and did not indicate that much gain was made.

B. Career Opportunities Program

It is not possible to evaluate the Career Opportunities Program (COP) because the COP aides were not used in any one particular grade, but were switched around from class to class.

TABLE 1

COMPARISON OF IOWA TESTS OF BASIC SKILLS SCORES
TO NATIONAL AND CITY-WIDE NORMS
1972-73

	National Norms	City-Wide Norms	Test Scores April, 1973	Comparison to National Norms	Comparison to City-Wide Norms
Grade 1					
Reading	1.9	1.6	1.6	-0.3	0.0
Mathematics	1.6	1.5	1.3	-0.3	-0.2
Composite	1.7	1.5	1.3	-0.4	-0.2
Grade 2					
Reading	2.7	2.1	1.8	-0.9	-0.3
Mathematics	2.6	2.3	1.8	-0.8	-0.5
Composite	2.6	2.2	1.7	-0.9	-0.5
Grade 3					
Reading	3.8	2.8	2.2	-1.6	-0.6
Mathematics	3.7	2.8	2.2	-1.5	-0.6
Composite	3.7	2.9	2.3	-1.4	-0.6
Grade 4					
Reading	4.7	3.6	3.5	-1.2	-0.1
Mathematics	4.7	3.7	3.5	-1.2	-0.2
Composite	4.7	3.7	3.7	-1.0	0.0
Grade 5					
Reading	5.7	4.2	4.0	-1.7	-0.2
Mathematics	5.6	4.5	4.2	-1.4	-0.3
Composite	5.7	4.4	4.1	-1.6	-0.3

C. Title I

The English-Reading activity of Title I had as a goal that the pupils would gain at least one month for each month of instruction in the areas of word knowledge, word analysis, and reading. Table 2 shows the gains made in Title I based on the Metropolitan Achievement Tests (MAT) that was given as a pretest and posttest. All grades gained more than was anticipated in word knowledge. Grade two and three gained one month for each month of instruction in reading. However, grade four and grade five did not achieve the objective that was set. This is shown in Table 2. The ranges for gains were widely dispersed as indicated in the table. The Health-Medical service of Title I was to serve seven children. This was accomplished.

D. Title IV-A

Title IV-A funds provided for a preschool unit of twenty children and an extended day program for forty children at Crogman School. Because of the change in eligibility guidelines, there was almost a full turnover of participants in January. The previously used test (Basecheck was discontinued and the Southern Regional Education Board (SREB) checklist was recommended. Because of the short period of time it was not possible to determine the amount of change that took place. However, the Title IV-A program at Crogman School has been commended several times by the State Monitors and day-care service was provided for twenty families.

Review of Test Performance in 1972-73

Table 1 compares test score averages for each grade to national and city-wide norms. No scores were above national or city-wide norms. However, the first and fourth grades did perform at a level comparable to city-wide norms in reading, and the fourth grade matched city-wide norms in composite test scores. This is shown in Table 1. The percentage of students scoring within certain levels of national norms is tabulated in Table 3. It can be seen that over one-half of the first grade pupils were no more than two months behind national norms in either reading, mathematics, or composite scores. No other grades exhibited that pattern. In contrast to the first grade, one-half of the second grade pupils were 0.9 to 1.9 years behind in reading. This trend persisted throughout the remaining grades. Even in fourth grade, in which test scores substantially exceeded the predicted level of performance, fifty-seven per cent of the pupils were 0.9 years or more behind the national norms in reading. The 1971-72 school year reading test scores were obtained from the Metropolitan Achievement Tests (MAT) and the 1972-73 scores from the Iowa Tests of Basic Skills (ITBS). However, since the correlation between the two tests is high, a comparison of the test scores is legitimate.

TABLE 2

TITLE I WORD KNOWLEDGE AND READING GAINS
AND PER CENT ACHIEVING OBJECTIVES

	Total Number of Pupils	Number of Pupils Taking Pretest and Posttest	Per Cent	Range of Gain	Mean Gain	Number of Pupils Achieving Objective (0.6)	Per Cent Achieving Objective
Grade 2							
Word Knowledge	21	11	52	0.2 to 1.8	1.1	10	91
Word Analysis	0	--	--	--	--	--	--
Reading	21	10	48	0.1 to 1.2	0.6	5	50
Grade 3							
Word Knowledge	23	13	57	0.1 to 1.7	0.8	10	77
Word Analysis	0	--	--	--	--	--	--
Reading	23	13	57	0.0 to 1.2	0.6	6	46
Grade 4							
Word Knowledge	27	20	74	-0.9 to 1.1	0.8	3	15
Word Analysis	0	--	--	--	--	--	--
Reading	27	20	74	-1.0 to 1.3	0.3	3	15
Grade 5							
Word Knowledge	13	7	54	-0.9 to 1.1	1.4	2	29
Word Analysis	0	--	--	--	--	--	--
Reading	13	7	54	-1.4 to 0.5	-0.01	0	0

TABLE 3

COMPARISON OF READING TEST SCORES TO
NATIONAL AND CITY-WIDE NORMS

Grade	1971-72 Crogman* Test Scores	1971-72 City-Wide Norms	1971-72 National Norms	1972-73 Crogman** Test Scores	1972-73 City-Wide Norms	1972-73 National Norms
1	--	--	--	1.6	1.6	1.9
2	2.0	2.4	2.7	1.8	2.1	2.7
3	2.1	3.0	3.7	2.2	2.8	3.8
4	3.7	--	4.7	3.5	3.6	4.7
5	4.1	3.9	5.7	4.0	4.2	5.7

*Metropolitan Achievement Tests.
**Iowa Tests of Basic Skills.

A comparison of 1972 and 1973 reading posttest scores is given in Table 4. It reveals the following pattern. While there was some variability among grades, most grades retained a relative standing with city-wide and national norms which was within a few months of the previous year. One may follow the progress for a particular group of pupils by comparing 1972 reading test scores with the next highest grade for 1973. For example, the 1972 second grade would compare to the 1973 third grade in terms of relative standing to national and city-wide norms. This type of comparison revealed a general increase in the amount the pupils fell behind city-wide and national norms. The 1973 fourth grade represented an exception to this statement. This grade had increased their standing against city-wide norms by eight months and gained four months in their standing against national norms.

Evaluation of the Predicted Achievement Quotient and National Achievement Quotient

Due to certain situational factors, pupils in a particular school may or may not be expected to attain a level of test performance comparable to national norms. In order to assess test performance within the context of these factors, a predicted level of test performance was computed by means of a previously devised regression equation, which utilized the following six factors as predictor variables: entry knowledge of pupils, economic levels of families, attendance of pupils, class size, stability of school enrollment, and extent of pupil failure. The rationale and description of this equation has been discussed in detail in the Research and Development Report "Effective? Acceptable?," published by the Research and Development Division of the Atlanta Public Schools in 1972. The ratio of obtained test scores to predicted test scores yields an index of predicted achievement quotient. An index of 100 would indicate that on the average, pupils exactly achieved the predicted level of performance. An index level above or below 100 would indicate the extent to which pupils exceeded or failed to meet the predicted level. Analysis of test results computed on the Iowa Tests of Basic Skills (ITBS) indicated that the level of performance for Crogman School did not meet the predicted achievement quotient. That is, the average test score did not attain that level of performance predicted for the school. Table 5 compares reading, mathematics, and composite test scores for each grade to the predicted level. It can be seen that the composite scores ranged from 85 to 110. While the overall performance was lower than predicted, grades four and five did reach the level of performance predicted for composite scores. With respect to reading test scores, grades two, four, and five as well as the reading scores averaged across grades were at the predicted achievement quotient. Thus, reading scores on the average did exceed the predicted level of performance. In addition, grades four and five attained the predicted level of performance on the mathematics test. It is apparent that while the test scores as a whole failed to match those which were predicted, in some cases a prespecified standard was met.

TABLE 4

PERCENTAGE OF PUPILS SCORING WITHIN CERTAIN LEVELS OF NATIONAL NORMS

	More Than 2.0 Years Behind	0.9 to 1.9 Years Behind	0.3 to 0.8 Years Behind	Within 0.2 Years Behind or Above
Grade 1				
Reading	0	11	33	56
Mathematics	0	11	35	54
Composite	0	6	42	52
Grade 2				
Reading	2	50	33	15
Mathematics	0	29	47	24
Composite	2	44	32	22
Grade 3				
Reading	23	57	11	9
Mathematics	10	74	10	6
Composite	4	81	9	6
Grade 4				
Reading	13	44	30	13
Mathematics	2	70	15	13
Composite	2	50	24	24
Grade 5				
Reading	30	45	17	8
Mathematics	30	36	6	28
Composite	17	60	15	28

TABLE 5

IOWA TESTS OF BASIC TESTS
APRIL, 1973

Grade	Grade Equivalent Score: Actual Level	Grade Equivalent Score: Predicted Level	Grade Equivalent Score: National Norm	Summary Indices: Predicted Achievement Quotient	Summary Indices: National Achievement Quotient
			READING TEST DATA		
2	1.8	1.8	2.7	98	65
3	2.2	2.4	3.8	91	58
4	3.5	3.0	4.7	115	74
5	4.0	3.9	5.7	102	70
			Average	101	66
			MATHEMATICS TEST DATA		
2	1.8	1.9	2.6	92	69
3	2.2	2.5	3.7	86	59
4	3.5	3.2	4.7	108	75
5	4.2	4.2	5.6	100	74
			Average	96	69
			COMPOSITE TEST DATA		
2	1.7	2.0	2.6	85	64
3	2.3	2.6	3.7	88	61
4	3.6	3.3	4.7	110	76
5	4.1	4.1	5.7	98	72
			Average	95	68

A quotient of national achievement referred to the extent to which test scores compared to the national norms. This was computed by forming the ratio of obtained test scores to the national average. An analysis of test results indicated that the level of achievement did not meet the national achievement quotient, that is, pupils at Crogman School did not perform as well as the national average. Reading, mathematics, and composite scores for each grade were compared to the national norms as shown in Table 5. The 1972 national achievement quotient was 67 compared to 68 in 1973 indicating that the average level of school performance compared to national norms remained approximatly the same. In summary, reading test scores at Crogman School did not meet predicted achievement quotient nor national achievement quotients. Test scores were not as high as predicted, neither did they compare favorably with national norms.

XI. COST ANALYSIS

The data presented in Table 6 show the relative cost for one unit gain of predicted achievement quotient. In order to compute these costs, expenditures were taken from the June 1973 General Funds Report and the June 1973 Trust and Agency Report. From these figures, estimates were made of the per pupil cost from general funds and compensatory funds. These data also show the cost in compensatory funds for each unit of projected quotient. According to these data, the costs for one unit of predicted achievement quotient was not related to the funds expended. The funds expended in grades four and five were lower than in grades two and three, but the predicted achievement quotient was higher for grades four and five. In relationship to projected quotient, there are no indications that funds spent influenced the quotient which was achieved.

TABLE 6

COST ANALYSIS
AVERAGE DAILY ATTENDANCE
(PREKDG. - 5 -- N = 345)

	Grades							
	PreKdg.	Kdg.	First	Second	Third	Fourth	Fifth	Average
Average Daily Attendance	20	69	58	52	48	48	48	69
Per Pupil Cost								
A. General Funds								
1. Regular								
a. Salary	$ 782.06	$ 782.06	$ 782.06	$ 782.06	$ 782.06	$ 782.06	$ 782.06	$ 782.06
b. Nonsalary	68.29	68.29	68.29	68.29	68.29	68.29	68.29	68.29
c. Total	$ 850.35	$ 850.35	$ 850.35	$ 850.35	$ 850.35	$ 850.35	$ 850.35	$ 850.35
2. CIP								
a. Salary	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-
b. Nonsalary	-0-	-0-	3.12	3.12	3.12	3.12	-0-	1.34
c. Total	$ -0-	$ -0-	$ 3.12	$ 3.12	$ 3.12	$ 3.12	$ -0-	$ 1.34
3. Total General Funds								
a. Salary	$ 782.06	$ 782.06	$ 782.06	$ 782.06	$ 782.06	$ 782.06	$ 782.06	$ 782.06
b. Nonsalary	68.29	68.29	71.41	71.41	71.41	68.29	68.29	69.63
c. Total	$ 850.35	$ 850.35	$ 853.47	$ 853.47	$ 853.47	$ 850.35	$ 850.35	$ 851.69
B. Compensatory Funds								
1. Interfund Transfer								
a. Salary	$ 10.55	$ 10.55	$ 10.55	$ 10.55	$ 10.55	$ 10.55	$ 10.55	$ 10.55
b. Nonsalary	0.59	0.59	0.59	0.59	0.59	0.59	0.59	0.59
c. Total	$ 11.14	$ 11.14	$ 11.14	$ 11.14	$ 11.14	$ 11.14	$ 11.14	$ 11.14
2. Title I (Regular)								
a. Salary	$ -0-	$ -0-	$ -0-	$ 146.60	$ 146.60	$ 146.60	$ 146.60	87.56
b. Nonsalary	-0-	-0-	-0-	1.52	1.52	1.52	1.52	0.91
c. Total	$ -0-	$ -0-	$ -0-	$ 148.12	$ 148.12	$ 148.12	$ 148.12	$ 88.45
3. Comprehensive Career Education								
a. Salary	$ 5.69	$ 5.69	$ 5.69	$ 5.69	$ 5.69	$ 5.69	$ 5.69	$ 5.69
b. Nonsalary	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
c. Total	$ 5.69	$ 5.69	$ 5.69	$ 5.69	$ 5.69	$ 5.69	$ 5.69	$ 5.69
4. Smith District IV-A								
a. Salary	$ 1.68	$ 0.05	$ 0.05	$ 0.05	$ 0.05	$ 0.05	$ 0.05	$ 0.15
b. Nonsalary	-0-	-0-	-0-	-0-	-0-	-0-	-0-	-0-
c. Total	$ 1.68	$ 0.05	$ 0.05	$ 0.05	$ 0.05	$ 0.05	$ 0.05	$ 0.15
5. Preschool Program								
a. Salary	$ 407.58	$ 407.58	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ 95.69
b. Nonsalary	44.14	44.14	-0-	-0-	-0-	-0-	-0-	10.36
c. Total	$ 451.72	$ 451.72	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ 106.05
6. Teacher Pupil Program								
a. Salary	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-	$ -0-
b. Nonsalary	0.19	0.19	0.19	0.19	0.19	0.19	0.19	0.19
c. Total	$ 0.19	$ 0.19	$ 0.19	$ 0.19	$ 0.19	$ 0.19	$ 0.19	$ 0.19
7. Extended Day (Model Cities)								
a. Salary	$ -0-	$ 210.54	$ 210.54	$ 210.54	$ 210.54	$ 210.54	$ 210.54	$ 198.34
b. Nonsalary	-0-	71.38	71.38	71.38	71.38	71.38	71.38	67.24
c. Total	$ -0-	$ 281.92	$ 281.92	$ 281.92	$ 281.92	$ 281.92	$ 281.92	$ 265.58
8. Title IV-A Child Day Care								
a. Salary	$1,195.89	$ 16.90	$ 16.90	$ 16.90	$ 16.90	$ 16.90	$ 16.90	$ 103.39
b. Nonsalary	68.47	2.11	2.11	2.11	2.11	2.11	2.11	5.95
c. Total	$1,264.36	$ 18.91	$ 18.91	$ 18.91	$ 18.91	$ 18.91	$ 18.91	$ 109.34
9. Total Compensatory Funds								
a. Salary	$1,621.39	$ 671.21	$ 263.63	$ 410.23	$ 410.23	$ 410.23	$ 410.23	$ 501.94
b. Nonsalary	113.39	118.41	74.27	75.79	75.79	75.79	75.79	85.25
c. Total	$1,734.78	$ 789.62	$ 337.90	$ 486.02	$ 486.02	$ 486.02	$ 486.02	$ 587.19
C. Total Per Pupil Cost								
1. Salary	$2,403.45	$1,453.27	$1,045.69	$1,192.29	$1,192.29	$1,192.29	$1,192.29	$1,284.00
2. Nonsalary	181.68	186.70	145.68	147.20	147.20	144.08	144.08	154.29
3. Total	$2,585.13	$1,639.97	$1,191.37	$1,339.49	$1,339.49	$1,336.37	$1,336.37	$1,438.29
Predicted Quotient	---	---	---	95	88	110	98	95
Cost Per Unit of Predicted Quotient								
A. General Funds	$ -0-	$ -0-	$ -0-	$ 10.04	$ 9.70	$ 7.73	$ 8.68	$ 8.97
B. Compensatory Funds	-0-	-0-	-0-	5.72	5.52	4.42	4.96	5.12
C. Total	$ -0-	$ -0-	$ -0-	$ 15.76	$ 15.22	$ 12.15	$ 13.64	$ 14.09

XII. CONCLUSIONS AND RECOMMENDATIONS

Conclusions

A. The 1971-72 and the 1972-73 school years scores were comparable. There was no appreciable increase in the level of scores between the two years.

B. The predicted achievement quotient and national achievement quotient were not reached.

C. The Title I program performed satisfactorily in grades two and three, but needs improvement in grades four and five.

D. The objective of equalling or exceeding city-wide norms was met only in grade four.

Recommendations

A. More concentration is needed on basic reading skills.

B. More effective use should be made of the aides who are available, especially in the grades showing the largest difference compared to national norms.

C. More concentration should be made in increasing the reading levels, especially in the lower grades so that the gap between the pupils' scores and national norms is reduced.